LEARNING TRADECRAFT IN THE DIRECTORATE OF INTELLIGENCE

REPORT OF THE CORPORATE BOARD'S PROCESS ACTION TEAM

A FIVE PART PRESENTATION

I. Data base and key finding

II. Importance of key tradecraft skills

III. Guidelines for training in thinking, behavior

IV. Development of supportive learning environment

V. Payoff on investment in learning, training

I. INFORMATION BASE

- Multilevel focus groups to establish current and future training needs and facilitate "buy-in"
- Interviews with senior DI officers to identify changing environment, tradecraft skills
- Discussion with OTE instructors to review existing training system
- Review of outside literature to become familiar with thinking on quality, training, process reengineering
- "Benchmarking" to find best training practices:
  - -- Other government agencies
  - -- Law and medical schools
  - -- Private industry
  - -- Media
  - -- Philosophy departments

I. THE NEED FOR A COMPREHENSIVE APPROACH

- Training for DI officers must focus on key tradecraft skills
- Formal training, by itself, will not ensure improved skills
- Formal training must be reinforced on the job, where most learning occurs
- Maximum payoff requires changes in the supporting environment
- RECOMMENDATIONS OF THE PROCESS ACTION TEAM ARE DESIGNED TO IMPROVE TRADECRAFT SKILLS AND PRODUCT QUALITY

II. KEY TRADECRAFT SKILLS

RECOMMENDATION: That training for DI officers--in a centralized component like OTE or by individual DI components--be organized around five interrelated tradecraft skills. The Chief of OTE's Intelligence Training Division and the members of the Corporate Board should begin immediately to make changes to accomplish this goal.

- Analytic Thinking

  -- Trained in logic, argumentation, reasoning skepticism

  -- Able to see relationships; distinguish beween facts, evidence, assumptions, conclusions

- Productive Behavior

  -- Team player, able to network, initiator
  -- Strong negotiating skills, good listener

- Presentational Skills

  -- Strong writer, articulate briefer
  -- Effective user of graphics, visual aids

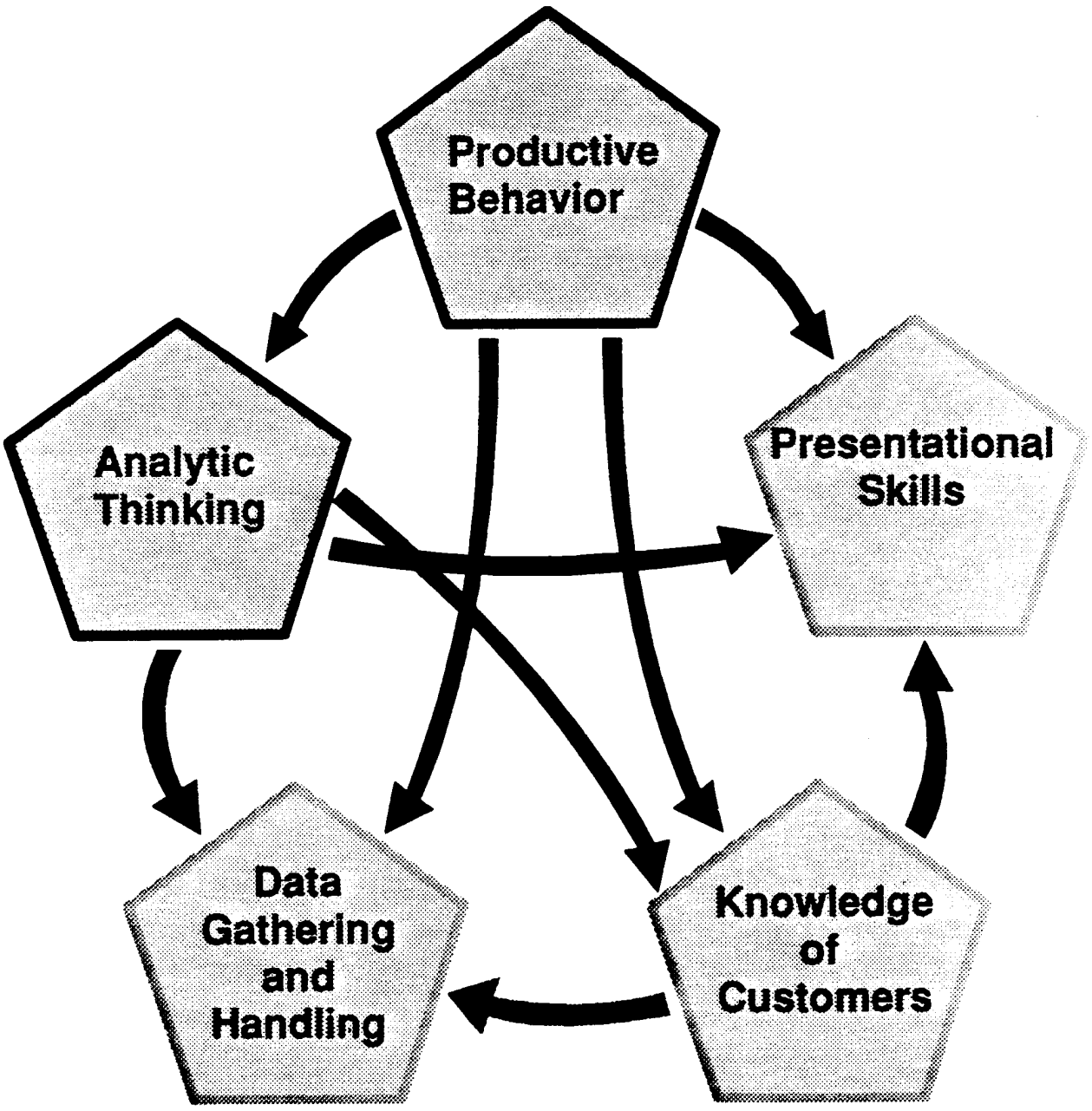
- Knowledge of Customer

  -- Understands interaction between intelligence, policymaking communities
  -- Good grasp of US interests, policy concerns

- Data Gathering and Handling

  -- Efficient collector, strong researcher, filer
  -- Database builder, manipulator

II. Driver Tradecraft Skills



II. CORE TRAINING

RECOMMENDATION: That the Chief of OTE's Intelligence Training Division refocus existing courses and develop core training on the five tradecraft skills.

- Core training in the two driver skills--thinking and behavior--tackled first
- All DI officers attend some version--half-day for senior managers, several days for analysts
- Training provides key tenets of tradecraft, instruction on appropriate techniques and tools
- Analysis Training Course and Supervision of Analysis Course revamped to focus on five skill areas

III. ANALYTIC THINKING

RECOMMENDATION: That the core course for analytic thinking establish a framework for sound intelligence analysis, emphasizing the importance of intellectual rigor and the need for clarity and precision of language. This is a priority recommendation of the process action team, and a pilot running should be available no later than 1 September 1994.

Training in analytic thinking should:

- Provide a framework to distinguish between the various elements that comprise "analysis"
- Emphasize the need for precision and clarity of language, logic, and deductive reasoning
- Demonstrate how various tools and techniques facilitate thinking through an intelligence issue
- Use case studies and classroom exercises to illustrate difference between strong, weak analysis

III. ROADMAP FOR CORE TRAINING IN ANALYTIC THINKING

I. The most basic step in analytic thinking is identifying **informational knowns** on an intelligence issue or inquiry. In the DI, these include:

-- Facts
-- Reporting from "INTS"
-- Actions, inactions
-- Statements, documentaries
-- Observables, measurables (i. e. speed, size)
-- Events, historical record
-- Statistics, open-source information
-- Location, dates, and much more. . .

II. This also allows identifying what is not known, which is everything except what is known. Precision is key in distinguishing between what is known and unknown:

-- What is known is that clandestine sources report that cw agent production is underway at Factory X.

-- What is known is that SI reveals cw agent precursors were delivered to Factory X.

-- What is not known is whether Factory X is actually producing cw agents.

III. -- Once informational knowns and unknowns are determined, an additional set of knowns can be determined directly from the data, such as:

-- Trends, patterns
-- Precedence, change
-- Frequency, proximity

IV. From all sets of knowns and unknowns, and with the help of tools and a conceptual framework, analytic findings are derived, including:

-- Relationships, links, and connections
-- Variables, conditions
-- Deception, denial
-- Inconsistencies, incongruities
-- Corroboration

V. "Confirmation" or "Proof" is much different from what is known and requires a rigorous set of tests and challenges:

-- Blurring the distinction between corroboration and confirmation is a key pitfall in analysis.

-- For the analyst looking at whether cw agents are being produced, what are the criteria of "confirmation" and what indicators might be available in the information base?

VI. -- Staying close to what is known, recognizing what is unknown, and pursuing confirmation is the best way to avoid making faulty assumptions and speculating--the two main sources of intelligence failures.

-- Some things-- for example, intentions, motivations, fears, concerns, wants, and hopes--are always unknowable. Analysts, therefore, must never treat them as knowns.

VII. Emphasis on what is known is the only sound basis for forward-looking analysis:

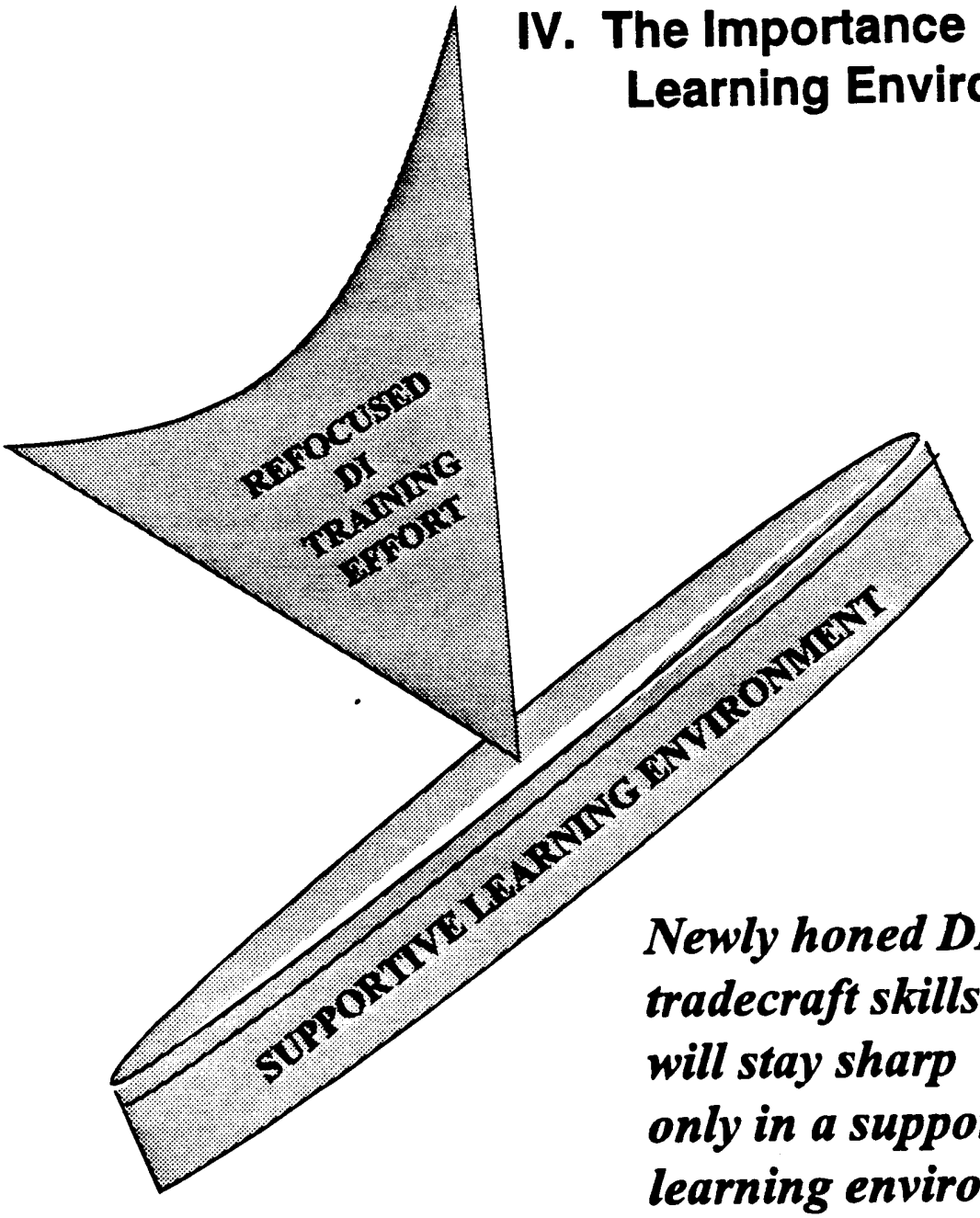
-- What is known allows an analyst to identify the variables and conditions and their influence on events and to describe how changes in variables and conditions will have an impact--based on experiential evidence--on future developments.

III. PRODUCTIVE BEHAVIOR

RECOMMENDATION: That a core course focused on the elements of productive behavior--like OTE's Management and Training Division's POCM or the course on quality tools/teamwork provided to the Learning PAT by Gene Fetteroll of Goal/QPC--be developed to meet the needs of DI analysts and managers at all levels. This is also a priority recommendation of the process action team and a pilot running should be available by 1 September 1994.

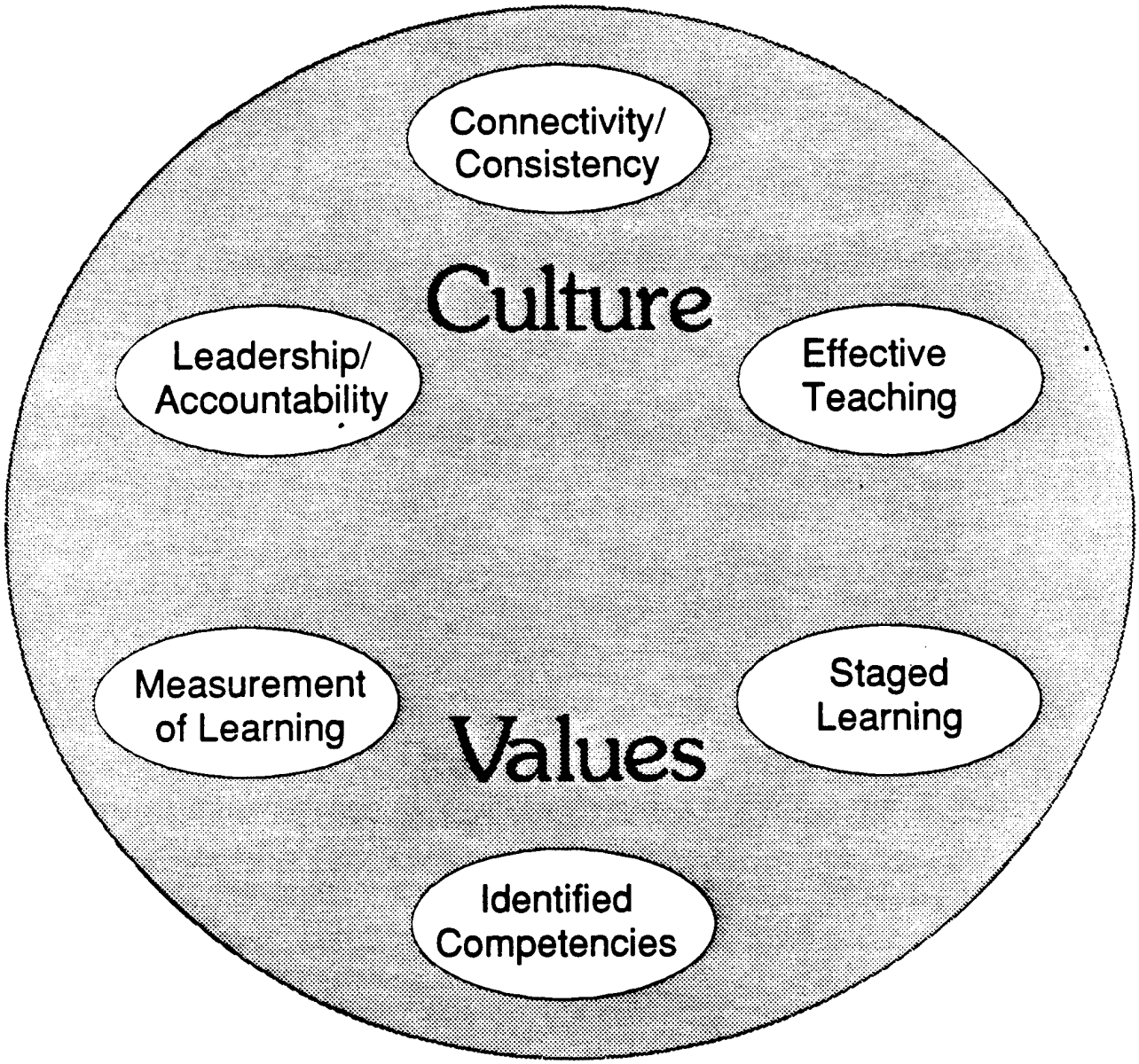
- Training should prepare DI officers for demands for greater speed, flexibility, and corporate behavior
- Problem-solving skills, communication and feedback techniques, ways to deal with people, teamwork
- Working coordination/review processes, networking inside/outside Agency, approaching/understanding consumers
- Videos are a powerful training medium and can illustrate effective and ineffective behaviors

IV. The Importance of the Learning Environment



Newly honed DI tradecraft skills will stay sharp only in a supportive learning environment.

IV. Key Elements of A Supportive Learning Environment



IV. CONNECTIVITY and CONSISTENCY

RECOMMENDATION: That the DDI establish a mechanism to ensure connectivity and consistency between centralized training, on-the-job learning, and component-sponsored training. A DI Training Board, headed by an accomplished SIS officer, and including representatives of all DI offices and OTE, should be appointed by 1 June 1994 to:

- Establish learning objectives and evaluate relevance of formal courses
- Oversee selection of trainers
- Advise and support office training programs with an eye to ensuring consistency across Directorate
- Plan for future training needs
- Submit periodic reports to the ADDI

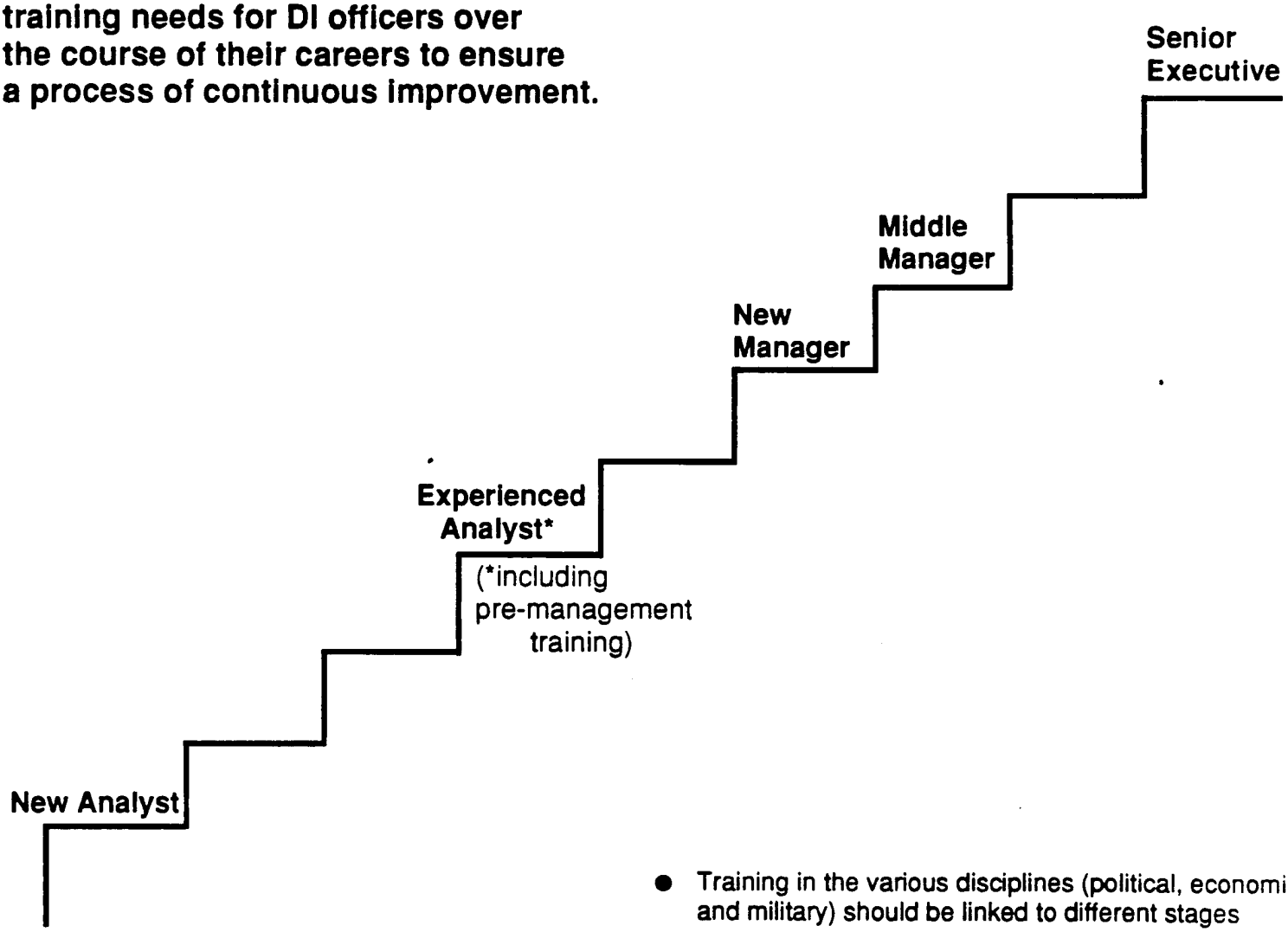
IV. TRAINING POSITIONS ONLY TO THE BEST

RECOMMENDATION: That only the very best DI officers participate in the reengineering of the training and learning system. The DDI should direct Office Directors to identify strong officers in their respective career services to serve on the training board and as instructors.

- Resource investment in training is imperative if maximum number of officers are to master tradecraft
- Training positions should be openly identified as stepping stones to more senior positions

IV. THE IMPORTANCE OF STAGED LEARNING

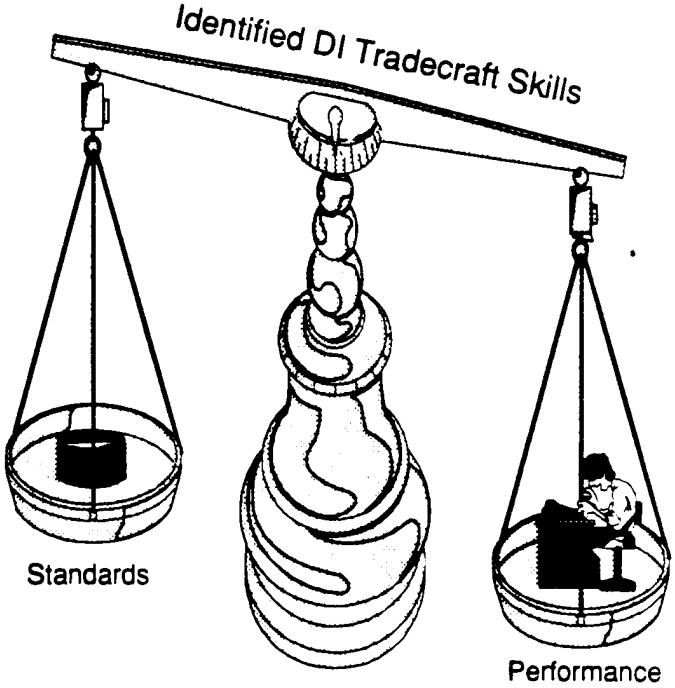
RECOMMENDATION: That the Training Board by 1 January 1995 determine training needs for DI officers over the course of their careers to ensure a process of continuous improvement.



- Training in the various disciplines (political, economic and military) should be linked to different stages
- Training over the course of a career reinforces and enhances DI tradecraft skills
- Staged learning provides a basis for measuring competencies and effectiveness of training

IV. THE NEED FOR STANDARDS AND MEASURES

RECOMMENDATION: That a followup process action team define standards in key tradecraft skills and devise tools for measuring skills acquisition.



A Supportive Learning Environment Requires:

-- Standards of analytic excellence

-- Tools for measuring individual and organizational performance and improvement

IV. THE IMPORTANCE OF LEADERSHIP: ROLE MODELING

RECOMMENDATION: That the Corporate Board, followed by other levels of DI Management, take the lead in attending the two recommended core courses on Analytic Thinking and Productive Behavior.

- Senior executives need to role model ("walk the talk") for any new programs, such as a refocused DI training effort, to take hold

- Managers need to participate in training to know what is being taught so they can reinforce it on the job

- Training that starts at the top builds accountability for results down the line

- Analyst receptivity to new techniques, such as quality tools, will be higher if managers lead the way

IV. THE IMPORTANCE OF LEADERSHIP: ACCOUNTABILITY

RECOMMENDATION: That the process action team commissioned by the Corporate Board to study the recognition and reward system ensure that its recommendations are compatible with the development of a learning environment.

A reward system tied to acquisition of tradecraft skills would encourage:

-- Analysts to take professional development seriously

-- Supervisors to focus greater effort on their teaching function

SUMMARY OF PROCESS ACTION TEAM RECOMMENDATIONS

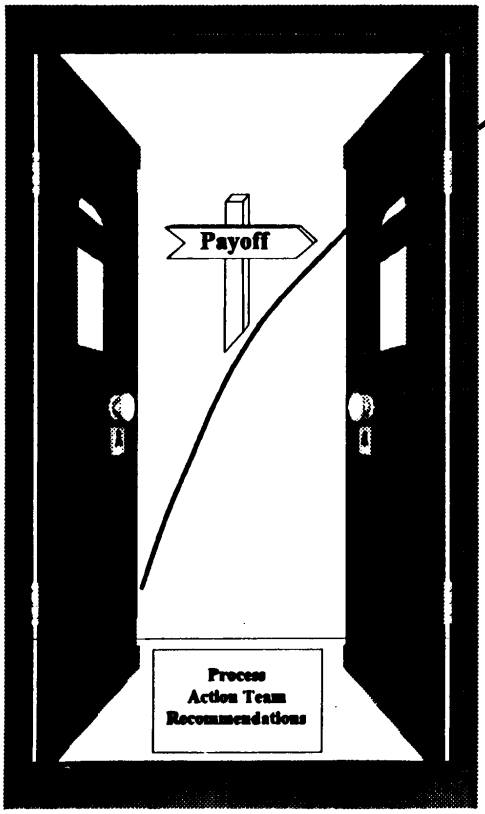
Teaching DI Tradecraft. . .

- DI training organized around the five interrelated tradecraft skills
- Core training with the two driver skills--thinking and behavior--tackled first
- A DI training board to ensure connectivity and consistency
- Selection of the best DI officers to serve on the training board and as instructors

...In a Supportive Learning Environment

- Establishment of standards for key tradecraft skills and development of tools for measuring skills acquisition
- Development of sequenced training for DI officers over the course of their careers
- Role modeling by senior DI leadership
- Study of the current DI reward system to ensure its compatibility with development of a learning environment

V. The Long Road To A Learning Environment



Sharper User/Consumer Focus

Improved Communication

Energized Work Force

. Better Product

Skills Acquisition

Continuous Improvement

An effective DI training program will require years of investment and cultural changes in our workplace environment.